

# **NCDPI Comprehensive Needs Assessment School Rubric**



Public Schools of North Carolina  
**State Board of Education**  
**Department of Public Instruction**

**District and School Transformation Division**  
**North Carolina Department of Public Instruction**  
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## OVERVIEW

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their nature and causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change.

## SCHOOL DIMENSIONS

The NCDPI Comprehensive Needs Assessment has been designed to analyze school level information framed by five over-arching dimensions. Guiding questions address 14 supporting sub-dimensions and are designed to facilitate the identification of root causes in areas where a school program may have identified needs. The dimensions and sub-dimensions are as follows:

<b>Dimension</b>	<b>Sub-dimension</b>
<b>A. Instructional Excellence and Alignment Part I: Teaching and Learning</b>	<b>1. High Expectations Communicated to All Teachers and Students 2. Curriculum and Instructional Alignment</b>
<b>A. Instructional Excellence and Alignment Part II: Support for Student Achievement</b>	<b>3. Data Analysis and Instructional Planning 4. Student Support Services</b>
<b>B. Leadership Capacity</b>	<b>5. Strategic Planning, Mission, and Vision 6. Distributed Leadership and Collaboration 7. Monitoring Instruction in School</b>
<b>C. Professional Capacity</b>	<b>8. Teacher Quality and Experience 9. Quality of Professional Development 10. Talent Recruitment and Retention</b>
<b>D. Planning and Operational Effectiveness</b>	<b>11. Resource Allocation 12. Facilities and Technology</b>
<b>E. Families and Community</b>	<b>13. Family Engagement 14. Community Engagement</b>

## PROCESS

Detailed processes and procedures for Comprehensive Needs Assessment can be found in the Notes of Guidance.

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A1. High Expectations Communicated to All Teachers and Students</b>			
<ul style="list-style-type: none"> <li>• How does the school administration model high expectations?</li> <li>• How does the school create a culture for both faculty and students in which high expectations can be met?</li> <li>• How does the school consistently maintain and communicate high expectations for students?</li> <li>• How do teachers help students understand the quality of work necessary to meet these high expectations?</li> <li>• How does the school ensure consistency within the school and subject/area departments on what constitutes “high quality” work?</li> <li>• How does the use of instructional time in the classroom reflect high expectations and curriculum alignment?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>• Exemplifies and models a culture of high expectations at all times.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Frequently exemplifies and models a culture of high expectations.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Sometimes exemplifies and models a culture of high expectations.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Rarely exemplifies and models a culture of high expectations.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and consistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and frequently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has developed, implemented, and inconsistently utilizes a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has not developed, implemented, or utilized a plan that communicates clear goals with instructional strategies aligned to the NC Standard Course of Study.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that consistently incorporates national and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that frequently incorporates national and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that often incorporates national and state standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmarks expectations for student work that sometimes incorporates national and state standards for some students.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently develops and utilizes rubrics and exemplars of high quality student work to ensure teachers, students, and parents understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Frequently utilizes rubrics and exemplars of high quality student work to ensure teachers and students understand the expectations for assignments.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses rubrics for assessing student work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses few rubrics for assessing student work.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Fully utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently utilizes instructional time for optimal learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely utilizes instructional time for optimal learning opportunities.</li> </ul>

<b>DIMENSION A: Instructional Excellence and Alignment Part I: Teaching and Learning</b>			
<b>A2. Curriculum and Instructional Alignment</b>			
<ul style="list-style-type: none"> <li>• What practices ensure all students are taught a rigorous, relevant core curriculum enabling them to compete in the global community?</li> <li>• What practices are utilized to ensure the curriculum is appropriately implemented in the classroom?</li> <li>• What practices and training ensure the alignment of the written (NC Standard Course of Study), taught, and tested curriculum?</li> <li>• How is technology integrated into the delivery of instruction?</li> <li>• What programs are available to support continuous learning and career readiness of all students?</li> </ul>			
<b>Rubric</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
<ul style="list-style-type: none"> <li>• The school consistently provides opportunities and support for all students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides opportunities and support for most students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides limited opportunities and support for some students to engage in rigorous coursework to be prepared for the global community.</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides limited opportunities for select students to engage in rigorous coursework to be prepared for the global community.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>School leadership has regular, on-going professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership has frequent professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership has occasional professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>School leadership has rare professional dialogue with teachers to ensure the curriculum is appropriately implemented.</i></li> </ul>
<ul style="list-style-type: none"> <li>• School administration consistently provides opportunities for collaboration among teachers and other professional colleagues to align instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration frequently assists teachers in alignment of instruction and assessment to the North Carolina Standard Course of Study and district, state, and national standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration occasionally assists teachers in alignment of instruction and assessment to available standards.</li> </ul>	<ul style="list-style-type: none"> <li>• School administration rarely assists teachers in alignment of instruction and assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Teachers consistently administer both summative and ongoing formative assessments aligned to instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer both summative and ongoing formative assessments aligned to instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer only summative assessments aligned to instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Teachers administer summative assessments inconsistently aligned to instruction.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Teachers consistently integrate technology resources into classroom instruction for all students across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers frequently integrate technology resources into classroom instruction across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers integrate technology resources into classroom instruction only in limited curriculum areas or for selected students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rarely use technology resources in the classroom, not necessarily linked to curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for all students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide opportunities for most students to know and experience potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide some opportunities for some students to learn about potential career choices.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The school collaborates with the community to provide some opportunities for few students to learn about potential career choices.</i></li> </ul>

DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement			
A3. Data Analysis and Instructional Planning:			
Collection and Dissemination of Data <ul style="list-style-type: none"> <li>What practices ensure that teachers receive data in a timely manner?</li> <li>What systems are in place for collecting and using student test data and other formative data for the modification of instruction to improve student achievement?</li> </ul> Subgroups <ul style="list-style-type: none"> <li>What are the most effective practices/programs the school has implemented to increase student achievement across subgroups?</li> <li>Which subgroups are particular focuses for improvement at this time?</li> <li>How students are identified who are experiencing difficulty meeting standards, and what is being done to assist them?</li> <li>What processes are in place to identify underrepresented student groups in advanced classes (e.g., AIG, Honors, AP)?</li> <li>What opportunities are available to meet the needs of high-achieving students (e.g., skipping grades, earning college transfer credits)?</li> </ul> Attendance <ul style="list-style-type: none"> <li>How is student attendance monitored?</li> <li>How are attendance patterns identified and how are problems addressed?</li> </ul> Retention/Promotion/Graduation Rates <ul style="list-style-type: none"> <li>How are issues that keep students from advancing to the next grade level or graduating identified and addressed?</li> <li>How does the promotion/graduation/retention rate vary across different student subgroups?</li> <li>How is the responsibility for promotion and graduation shared among all core and non-core subject area teachers?</li> <li>How is the school preparing students for the NC Graduation Project? (High School only)</li> </ul>			
Rubric			
Collection and Dissemination of Data			
Leading	Developing	Emerging	Lacking
School leadership: <ul style="list-style-type: none"> <li>Shares and discusses data in an understandable format in a timely and effective manner.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Disseminates data in a user-friendly format in a timely manner.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Disseminates data in a format that may not be easily understood.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Disseminates minimal data.</li> </ul>
<ul style="list-style-type: none"> <li><i>Effectively manages a shared process for data collection, analysis and planning for instruction.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Manages a process for data collection and analysis.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides several types of data.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has established no clear process for collection or analysis of data.</i></li> </ul>
<ul style="list-style-type: none"> <li>Effectively facilitates a collaborative process for including all staff members in data analysis in a timely and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a collaborative process for including the school improvement team in data analysis in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates a process for including the school improvement team in data analysis in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Includes few staff to no staff in data analysis to inform school improvement decisions.</li> </ul>

<b>Subgroups</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li><i>Consistently evaluates implemented practices'/programs' effectiveness in improving student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Frequently evaluates implemented practices'/programs' effectiveness in improving student achievement across all subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Occasionally evaluates implemented practices'/programs' effectiveness in improving student achievement across targeted subgroups.</i></li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li><i>Seldom/never evaluates implemented practices'/programs' effectiveness in improving student achievement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently attends to the performance of all subgroups and accelerates the progress of all subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently attends to the performance of all subgroups and accelerates the progress of targeted subgroups with responsive support plans.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some focused support for remediation of some subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little support for the performance of subgroups.</li> </ul>
<ul style="list-style-type: none"> <li><i>Has an effective process in place to identify and provide extensive support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a process in place to identify and provides limited support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Inconsistently identifies and provides limited targeted support to students experiencing difficulty meeting standards.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no formal process in place to identify and does not provide support to students experiencing difficulty meeting standards.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently monitors the participation of underrepresented groups in advanced classes and aggressively recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently monitors the participation of underrepresented groups in advanced classes and deliberately recruits students.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors participation of underrepresented groups in advanced classes with limited student recruitment.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors the participation of underrepresented groups in advanced classes.</li> </ul>
<ul style="list-style-type: none"> <li><i>Offers consistent high quality opportunities that extend learning for high performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers some opportunities that extend learning for high performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers limited opportunities that extend learning for high performing students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers no opportunities that extend learning for high performing students.</i></li> </ul>
<b>Attendance</b>			
<p>The school:</p> <ul style="list-style-type: none"> <li>Regularly and systematically monitors attendance, dropout rates and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Regularly monitors attendance, dropout rates and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Occasionally monitors attendance, dropout rates and promotion/graduation rates.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Rarely or never monitors attendance, dropout rates and promotion/graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><i>Regularly and systematically facilitates the early identification of students with attendance problems and provides support for both parents and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Facilitates the early identification of students with attendance problems and provides some support for both parents and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally facilitates the early identification of students with attendance problems and rarely provides support for parents and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rarely or never facilitates the early identification of students with attendance problems and provides no support for parents and students.</i></li> </ul>

Promotion/Graduation Rates			
<p>The school:</p> <ul style="list-style-type: none"> <li>Provides consistent and intensive intervention strategies before, during, and after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides intervention strategies before, during, and after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides some intervention strategies after school for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>	<p>The school :</p> <ul style="list-style-type: none"> <li>Provides no interventions for students who are at-risk for not meeting grade level benchmarks or graduation requirements.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements a comprehensive plan to assure that the needs of students of differing culture, abilities, and primary language are taken into account.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engages in strategies to assure that the needs of students of differing culture, abilities, and primary language are taken into account.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school yet efforts are in place to eliminate or reduce this practice.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has tracking practices that exist in the school and there are no efforts in place to eliminate or reduce them.</i></li> </ul>
<ul style="list-style-type: none"> <li>Regularly and systematically monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally monitors promotion and graduation rates.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never monitors promotion and graduation rates.</li> </ul>
<ul style="list-style-type: none"> <li><i>Implements a plan that includes all core and non-core teachers in supporting students at-risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes some teachers in supporting students at-risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan that includes a few teachers in supporting students at-risk of retention or not meeting graduation requirements.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no defined plan for involving teachers in supporting students at-risk of retention or not meeting graduation requirements.</i></li> </ul>

<b>DIMENSION A: Instructional Excellence and Alignment Part II: Support for Student Achievement</b>			
<b>A4. Student Support Services</b>			
<p>Student Support Services</p> <ul style="list-style-type: none"> <li>How does the school meet the social and emotional needs of students?</li> <li>How is school counselors' time utilized at the school?</li> <li>What process does the school have for academic advisement?</li> <li>How does the school ensure student nutrition and health?</li> <li>How is character education taught and reinforced?</li> <li>What strategies exist for helping students make the transition from the preschool setting to the elementary setting, from grade to grade, and/or from grade span to grade span?</li> <li>What strategies target instructional staff when transitioning students year to year?</li> <li>What strategies target parents when transitioning students year to year?</li> </ul> <p>What strategies support students' transitions to higher education or careers?</p>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>Implements a consistently operating, effective, and developmentally appropriate program supporting the social and emotional needs of all students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Implements an effective and developmentally appropriate program supporting the social and emotional needs of most students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides support for the social and emotional needs of some students.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Provides minimal support for the social and emotional needs of students.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Generally utilizes the time of counselors for appropriate direct work with all students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Uses counselors in some roles that impact time for appropriate direct work with students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Uses counselors in roles that minimize time for appropriate direct work with students.</i></li> </ul>
<ul style="list-style-type: none"> <li>Implements an effective, consistently operating process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a regular process for academic advisement.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some academic advisement for students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little academic advisement for students.</li> </ul>
<ul style="list-style-type: none"> <li><i>Supports student nutrition and health through effectively operating processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Supports student nutrition and health through processes and programs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers some programs to support student nutrition and health.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Offers limited support for student nutrition and health.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently utilizes an integrated process for teaching and reinforcing character education through curricular and extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Teaches and reinforces character education through curricular and extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal teaching of character education.</li> </ul>	<ul style="list-style-type: none"> <li>Does not directly teach character education.</li> </ul>



<ul style="list-style-type: none"> <li>• <i>Develops and implements consistent, intentional, on-going plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develops and implements adequate plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implements some plans to support student transitions from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Implements inadequate plans to support student transitions from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Develops and implements consistent, effective plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Implements some plans that facilitate vertical articulation and transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides no clear plans to facilitate vertical articulation and transitions.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Utilizes a consistent, on-going process to support parent understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Maintains an on-going process to support parent understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides some activities for parent understanding and involvement as students transition from grade to grade and level to level but is not carried out consistently.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provides no activities to support parent understanding and involvement as students transition from grade to grade and level to level.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes an effective process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an established process that supports students' transition to higher education or careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides some support for students' transition to higher education or careers, but it is not carried out consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides little to no support for students' transition to higher education or careers.</li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B5. Strategic Planning, Mission, and Vision</b>			
<ul style="list-style-type: none"> <li>Who participates in the development of the School Improvement Plan (SIP)?</li> <li>What structures are in place to meet the diverse needs of students?</li> <li>How does administrative and departmental/grade level leadership facilitate the collaborative development of annual school improvement plans to realize strategic goals and objectives?</li> <li>What processes provide for periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders?</li> <li>How does the school communicate its vision, goals, and priorities to appropriate stakeholders?</li> <li>What processes are in place to evaluate the progress toward achieving these goals?</li> <li>What strategies are in place to create a culture and climate conducive to learning?</li> <li>What plans support the safety of all students and staff?</li> <li>How does school leadership specifically address the issues raised by the NC Teacher Working Conditions survey?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>Effectively involves all stakeholders and uses all available data in developing the SIP.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Involves some stakeholders in using data from several sources in developing the SIP.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Involves select stakeholders in using data in developing the SIP.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Has a SIP that has not been regularly updated using data.</li> </ul>
<ul style="list-style-type: none"> <li>Customizes structures and strategies to meet the needs of all diverse student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates structures and strategies to meet the needs of most student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides some oversight for structures and strategies to meet the needs of some student populations.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no oversight for strategies implemented to address the needs of diverse student populations.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently facilitates a successful process for the monitoring, revision and execution of the School Improvement Plan with shared responsibilities for all staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Facilitates a process for monitoring, revision and execution of the school improvement plan with primary responsibility shared with the school improvement team.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Informs staff of necessary changes in the SIP with little collaboration to ensure support.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides no clear system for ensuring support for school changes as outlined in the SIP.</i></li> </ul>
<ul style="list-style-type: none"> <li>Maintains a consistent process for ensuring that the school's vision and mission drive decisions and inform the culture of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a process for periodically reviewing the school's vision and mission to drive decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a process for periodically reviewing the school's vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Has no process for reviewing the school's vision and mission.</li> </ul>
<ul style="list-style-type: none"> <li><i>Effectively engages staff and community in the change process in a manner that ensures continual support.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engages school leadership team in the change process to ensure continual support.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides periodic review and revision of the school improvement plan with shared responsibility for limited staff.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clear process for reviewing the School Improvement Plan.</i></li> </ul>

<ul style="list-style-type: none"> <li>Effectively utilizes appropriate data for evaluating program effectiveness and informing school prioritized action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes appropriate data for evaluating program effectiveness and informing school prioritized action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes some data for informing school action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Limits data sources and bases decisions primarily on state assessment outcomes.</li> </ul>
<ul style="list-style-type: none"> <li><i>Facilitates a comprehensive plan for building a school culture and climate conducive to learning based on collaboration, egalitarianism, and collegiality.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed a comprehensive plan for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed some plans for building a school culture and climate conducive to learning.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clear plan for building a school culture and climate conducive to learning.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently implements a thorough safety plan approved by the School Board and local safety units.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an appropriate safety plan approved by the School Board.</li> </ul>	<ul style="list-style-type: none"> <li>Implements a safety plan that addresses most school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an inadequate safety plan.</li> </ul>
<ul style="list-style-type: none"> <li><i>Has a clearly developed plan to address issues raised by the NCTWC survey and collaborates with all staff and other appropriate stakeholders to address them.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed a plan to address issues raised by the NCTWC survey and informs all staff and other appropriate stakeholders of plans and of their role in effectively implementing the plan.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Develops a plan to address issues raised by the NCTWC survey with limited shared responsibility for staff and/or appropriate stakeholders.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Addresses issues raised by the NCTWC survey in an inconsistent or informal way.</i></li> </ul>

IMENSION B: Leadership Capacity			
B6. Distributed Leadership and Collaboration			
<ul style="list-style-type: none"> <li>How are the different roles and responsibilities of the school staff delineated and maintained?</li> <li>What processes are implemented that encourage collaboration between the administration and faculty?</li> <li>In what ways is leadership developed and distributed in the school?</li> <li>How does school leadership foster an atmosphere of trust and mutual respect within the school?</li> <li>What strategies are in place to build a sense of efficacy, empowerment, and collaboration among all staff to develop the ability to meet educational challenges?</li> </ul>			
RUBRIC			
Leading	Developing	Emerging	Lacking
<ul style="list-style-type: none"> <li>School administration provides a well-defined process for shared leadership among all staff for monitoring student achievement and aligning strategies and activities to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>School administration monitors student achievement data along with selected school leadership and uses results to revise school strategies and initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>School administration monitors student achievement results with limited shared responsibility for staff.</li> </ul>	<ul style="list-style-type: none"> <li>School administration has no clearly defined process for monitoring student achievement data.</li> </ul>
<ul style="list-style-type: none"> <li><i>The principal has effective, on-going processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The principal has processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The principal has some processes for collaboration with the faculty.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>School administration has few processes for collaboration.</i></li> </ul>
<ul style="list-style-type: none"> <li>The development and distribution of leadership is clearly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>The development and distribution of leadership is mostly understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>The development and distribution of leadership is somewhat understood, equitable, and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>The development and distribution of leadership at the school is unclear.</li> </ul>
<ul style="list-style-type: none"> <li><i>School administration consistently models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>School administration occasionally models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>School administration rarely models expectations set for staff and students.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>School administration does not model expectations set for staff and students.</i></li> </ul>
<ul style="list-style-type: none"> <li>There is a well-developed and implemented plan to build a sense of efficacy, empowerment, and collaboration among staff.</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan to build a sense of efficacy, empowerment, and collaboration for selected staff.</li> </ul>	<ul style="list-style-type: none"> <li>There is a plan to build a sense of efficacy, empowerment, and collaboration for a limited number of staff.</li> </ul>	<ul style="list-style-type: none"> <li>There is no defined plan to encourage collaboration or to empower staff.</li> </ul>

<b>DIMENSION B: Leadership Capacity</b>			
<b>B7. Monitoring Instruction in School</b>			
<ul style="list-style-type: none"> <li>What strategies ensure that leadership is visible in all classrooms, and how is that informal observation used to foster student and teacher growth?</li> <li>What practices are in place to ensure classroom observations are used to support improved instruction?</li> <li>What practices do administrative and departmental leadership use to support change?</li> <li>How does administrative and departmental leadership model the importance of continued adult learning?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
Leadership: <ul style="list-style-type: none"> <li>Consistently maintains high visibility within the school and among school staff with a systematic process for feedback to improve teaching and learning.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Conducts both formal and informal classroom visits with a process for providing feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Occasionally visits classrooms for purposes beyond staff evaluation with inconsistent feedback to teachers.</li> </ul>	Leadership: <ul style="list-style-type: none"> <li>Visits classrooms for evaluation of staff only.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements an on-going system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Frequently implements an on-going system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally uses a system of teacher observation that fosters dialogue about effective instructional practice.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Utilizes state or district mandated teacher observation practices.</i></li> </ul>
<ul style="list-style-type: none"> <li>Effectively communicates the need for change in an understandable and transparent way.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the need for change so that it is mostly understandable and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the need for change that is somewhat understandable.</li> </ul>	<ul style="list-style-type: none"> <li>Is unclear in communicating the need for change.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Frequently models continued learning on educational issues to improve job-related skills.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Attends workshops and conferences on educational topics.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Attends mandatory professional development offerings.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C8. Teacher Quality and Experience</b>			
<ul style="list-style-type: none"> <li>How are appropriately certified teachers selected and placed in every curricular area?</li> <li>How are teachers selected?</li> <li>In what areas (grade levels/subject areas) does the school lack effective teachers?</li> <li>How are teacher weaknesses identified and addressed?</li> <li>How do teachers demonstrate leadership by: <ul style="list-style-type: none"> <li>Establishing a respectful environment for a diverse population of students?</li> <li>Knowing the content they teach?</li> <li>Facilitating learning for their students?</li> <li>Reflecting on their practice?</li> </ul> </li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 100% and teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 70-99% and certified staff are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of 51-69% and those certified are teaching in their curricular/grade area.</li> </ul>	Teachers: <ul style="list-style-type: none"> <li>Are certified at a rate of less than 50% with those that are certified teaching in their curricular area/grade level.</li> </ul>
<ul style="list-style-type: none"> <li><i>Are collaboratively involved in a systemic process for identifying ineffectiveness and developing plans for improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in a systemic process for identifying ineffectiveness and plan for improvement is administratively decided.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in process for identifying ineffectiveness with some consideration for improvement.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Engage in no clearly established process for identifying ineffectiveness or have no plan for improvement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom demonstrate respect for the diverse populations through modifying content and instruction for their students, according to student needs.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Often facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally facilitate student learning of accurate and appropriate content.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Rarely facilitate student learning of accurate and appropriate content.</i></li> </ul>
<ul style="list-style-type: none"> <li>Are engaged in a consistent process for reflecting on classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Seldom reflect on their classroom practices and student achievement in an effort to improve their effectiveness.</li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C9. Quality of Professional Development</b>			
<ul style="list-style-type: none"> <li>How are professional development programs and offerings differentiated based on student achievement data and school needs?</li> <li>How is professional development for staff aligned to the school improvement plan?</li> <li>How are professional development offerings aligned, selected, and sustained?</li> <li>How are teachers supported in taking and implementing high quality professional development?</li> <li>What professional development offerings prepare staff to support global education?</li> <li>To what extent does professional development exemplify the NC Standards for Effective Professional Development?</li> <li>How does the school ensure that the appropriate teachers are attending professional development?</li> <li>What professional development has the principal participated in during the last 2 years? How was it selected?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
Professional development offerings: <ul style="list-style-type: none"> <li>Consistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>Frequently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>Inconsistently model scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school.</li> </ul>	Professional development offerings: <ul style="list-style-type: none"> <li>Do not reflect scientifically research-based curriculum, instruction, and assessment strategies to support student learning and respond to the identified needs in the school.</li> </ul>
<ul style="list-style-type: none"> <li><i>Are strategically and collaboratively selected, sustained, and monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Are selected with or without input, and sometimes sustained and monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Are selected by the administration and sometimes monitored for fidelity of implementation aligned to the School Improvement Plan and Personal Growth Plans.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Are generally selected by individuals with no clear alignment to the School Improvement Plan or Personal Growth Plans.</i></li> </ul>
<ul style="list-style-type: none"> <li>Are routinely, strategically implemented and collaboratively designed, shared and evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Are frequently developed utilizing processes and schedules that facilitate the collaborative design, sharing, and evaluation of professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Are randomly developed utilizing some processes or schedules that facilitate some collaboration or sharing of professional growth opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Are rarely developed utilizing processes and schedules that facilitate the collaboration, design, sharing and evaluation of professional growth opportunities.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently exemplify the NC Standards for Effective Professional Development.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Frequently exemplify the NC Standards for Effective Professional Development.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Minimally exemplify the NC Standards for Effective Professional Development.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Are not aligned with the NC Standards for Effective Professional Development.</i></li> </ul>

<b>DIMENSION C: Professional Capacity</b>			
<b>C10. Talent Recruitment and Retention</b>			
<ul style="list-style-type: none"> <li>• What school recruitment strategies are in place to attract highly-qualified staff to the school?</li> <li>• How are high performing teachers recognized and rewarded?</li> <li>• What patterns emerge from teacher exit interviews?</li> <li>• What support is in place for newly hired, Initially Licensed (ILT), and lateral entry teachers?</li> <li>• How are teachers under action plans supported and coached?</li> <li>• What processes and support structures are in place for all teachers to improve performance (e.g. curricular coaching, study groups)?</li> <li>• What training and supports are in place to ensure effective professional learning communities at the school?</li> <li>• What is the teacher supplement? What other extra-pay structures are in place?</li> <li>• How does teacher turnover impact the school's instructional program?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>• Effectively seeks and utilizes both district and school resources to recruit, retain and reward highly-qualified and effective staff.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Effectively utilizes both district and school resources to recruit, retain and reward highly-qualified and effective staff.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Utilizes district resources and existing programs to recruit, retain and reward highly-qualified and effective staff.</li> </ul>	The school: <ul style="list-style-type: none"> <li>• Utilizes only existing district resources to recruit, retain, and reward highly-qualified and effective staff.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Consistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Regularly guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Inconsistently guides and supports continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lacks a process for guiding and supporting continuous improvement in curriculum and instruction for newly hired, Initially Licensed, and lateral entry teachers.</i></li> </ul>
<ul style="list-style-type: none"> <li>• Utilizes highly effective processes to help all teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes some processes in place to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited processes in place to help teachers improve effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks necessary processes to help teachers improve effectiveness of teaching and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Effectively engages all staff in professional learning communities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Effectively engages some staff in professional learning communities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Engages few staff in professional learning communities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Does not engage staff in professional learning communities.</i></li> </ul>



<b>DIMENSION D: Planning and Operational Effectiveness</b>			
<b>D11. Resource Allocation</b>			
<ul style="list-style-type: none"> <li>How are budgeting decisions made, and who is involved in making those decisions?</li> <li>What processes have been created to provide for an aligned operational budget for school programs and activities?</li> <li>In what areas is the school experiencing shortages, and what actions have been taken to address the shortages?</li> <li>What external sources of funding are available to the school (e.g., through booster clubs, grants, community/corporate partnerships)?</li> <li>What processes are in place to determine how teachers are assigned to specific courses/classes?</li> <li>How does the school ensure maximum instructional time for students?</li> <li>What systems are in place for developing master schedules based on specific school needs?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
School leadership: <ul style="list-style-type: none"> <li>Consistently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Frequently collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Occasionally collaborates with appropriate stakeholders in making budgetary decisions.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Does not collaborate with stakeholders in making budgetary decisions.</li> </ul>
<ul style="list-style-type: none"> <li><i>Establishes systematic and transparent process for reviewing and allocating resources to most effectively support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Establishes systematic and transparent process for reviewing and allocating resources to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has a plan for reviewing and/or allocating resources but does not systematically utilize the plan to support school needs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clearly developed system for reviewing and allocating resources from year to year.</i></li> </ul>
<ul style="list-style-type: none"> <li>Coordinates and monitors spending of required and discretionary funds to align to identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates spending of required and discretionary funds to align to identified student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinates spending of required funds to student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks coordination of required and discretionary funds to best meet student needs.</li> </ul>
<ul style="list-style-type: none"> <li><i>Aggressively seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Seeks funding in addition to base local and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Occasionally seeks funding in addition to base and state allocations.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Does not actively seek funding beyond base local and state allocations.</i></li> </ul>
<ul style="list-style-type: none"> <li>Consistently allocates teachers based on changing student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Allocates teachers based on current student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Allocates teachers considering some but not all student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Allocates teachers based on teacher preference as opposed to student needs.</li> </ul>
<ul style="list-style-type: none"> <li><i>Maximizes instructional time and quality instruction to support the mission of the school.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Aligns instructional time to student needs.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Aligns instructional time to student needs in some but not all grade levels or departments.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Lacks alignment of instructional time to student needs.</i></li> </ul>
<ul style="list-style-type: none"> <li>Utilizes comprehensive data analysis that is clearly reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes data analysis that is reflected in schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks data analysis clearly reflected in all schedules and plans.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks collection and analysis of data as basis of planning and scheduling.</li> </ul>

IMENSION D: Planning and Operational Effectiveness			
D12. Facilities and Technology			
<ul style="list-style-type: none"> <li>How is the physical condition of the school maintained?</li> <li>How does the school ensure that teachers and students have sufficient access to instructional technology, including computers, printers, software, and internet access?</li> <li>To what extent are the reliability and speed of internet connections in this school sufficient to support the integration of 21st century instructional practices?</li> <li>What activities and training support teachers in fully utilizing and integrating instructional technology?</li> </ul>			
RUBRIC			
Leading	Developing	Emerging	Lacking
School leadership: <ul style="list-style-type: none"> <li>Ensures that the school and grounds are exceptionally clean, well-maintained and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Ensures that the school and grounds are clean, well-maintained and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Ensures that some areas of the school and grounds are clean, well-maintained and safe.</li> </ul>	School leadership: <ul style="list-style-type: none"> <li>Does not ensure that the school and grounds are clean, well-maintained and safe.</li> </ul>
<ul style="list-style-type: none"> <li><i>Consistently implements a process to determine and to acquire necessary instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Determines and acquires adequate instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Acquires some instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no plan to acquire instructional technology to support 21<sup>st</sup> century instructional practices.</i></li> </ul>
<ul style="list-style-type: none"> <li>Provides a system of sustained professional development for staff in the innovative application of technology for planning, instructional delivery, record keeping and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Provides professional development for staff in the application of technology for planning, instructional delivery, record keeping and communications.</li> </ul>	<ul style="list-style-type: none"> <li>Provides professional development for staff in the basic applications of technology.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little to no professional development for staff in the innovative application of technology.</li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E13. Family Engagement</b>			
<ul style="list-style-type: none"> <li>How does the school create an inviting and welcoming environment when parents visit the campus?</li> <li>In what ways does the school establish and maintain positive collaborative relationships with parents and involve them in shared decision making?</li> <li>How are clear expectations for school and student achievement communicated to parents? How does the school ensure that these are received and understood?</li> <li>What specific strategies have been implemented to increase parental involvement, based on the identified areas of need?</li> <li>How does the school measure the effectiveness of parent involvement efforts?</li> <li>In what ways does the school establish and maintain positive relationships with businesses and non-profit organizations?</li> <li>How are clear expectations for school and student achievement communicated to the community at large?</li> <li>How does the school work with community partners to establish supplemental programming such as after-school programs or tutoring?</li> <li>How does the school receive and use feedback from the community?</li> </ul>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
The school: <ul style="list-style-type: none"> <li>Creates a welcoming environment where all parents and visitors are greeted and assisted.</li> </ul>	The school: <ul style="list-style-type: none"> <li>Creates an environment where most parents and visitors feel welcome.</li> </ul>	The school: <ul style="list-style-type: none"> <li>Has a designated welcoming area for parents and visitors.</li> </ul>	The school: <ul style="list-style-type: none"> <li>Has no welcoming area nor makes any effort to welcome parents or visitors.</li> </ul>
<ul style="list-style-type: none"> <li><i>Proactively requests and shares feedback with parents and incorporates feedback into school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides opportunities to collect parental feedback/input on school instruction and operations with some consideration for school decisions.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides parent engagement activities mostly limited to large school events, parent/ teacher conferences, and teacher phone calls home.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides little to no parent engagement.</i></li> </ul>
<ul style="list-style-type: none"> <li>Provides a broad spectrum of communication to parents through school report cards, meetings, announcements, newsletters and a consistently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>Provides timely communication to parents through school report cards, newsletters and a frequently updated website.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates with parents by newsletters and an occasionally updated website.</li> </ul>	<ul style="list-style-type: none"> <li>Has no clear system to provide parents with required school report card information or other timely communication such as newsletters.</li> </ul>
<ul style="list-style-type: none"> <li><i>Maintains clear policies and processes for researching and applying best practice parental engagement strategies and activities.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has developed policies and procedures for engaging parents.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Infrequently engages in discussions with parents regarding student academic performance and/or school operations.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Practices ad hoc planning of parental engagement programs/ workshops.</i></li> </ul>

<b>DIMENSION E: Families and Communities</b>			
<b>E14. Community Engagement</b>			
<b>RUBRIC</b>			
<b>Leading</b>	<b>Developing</b>	<b>Emerging</b>	<b>Lacking</b>
<p>The school:</p> <ul style="list-style-type: none"> <li>Consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Engages in some strategies for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Develops plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or not clearly aligned to the needs of the school.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Lacks established strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.</li> </ul>
<ul style="list-style-type: none"> <li><i>Provides a broad spectrum of communication opportunities to the community through newspaper, school report cards, meetings, announcements, and a consistently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Provides timely communication to the community through school report cards, announcements and a frequently updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Communicates with the community through an occasionally updated website.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no clear system for ongoing communication with the community.</i></li> </ul>
<ul style="list-style-type: none"> <li>Devotes appropriate financial resources and personnel to community partnership efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Devotes financial resources and part-time personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Devotes limited financial and no personnel resources to community engagement efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks devoted financial and/or human resources for community engagement efforts.</li> </ul>
<ul style="list-style-type: none"> <li><i>Continually monitors effectiveness of community engagement efforts and uses results to improve future school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Monitors effectiveness of community engagement efforts with some results incorporated into school improvement efforts.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Informally monitors effectiveness of community engagement effort.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Has no process in place for collecting community feedback.</i></li> </ul>